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ABSTRACT

Included in this final report by the South Dakota Division of Elementary and Secondary Education are agendas for the conferences and workshops held to provide the elementary school library media specialist with the additional skills necessary for direct service to the exceptional student in a library learning center environment. The script of "Kangaroo Kapers," an inservice awareness/training film developed for reinforcement of the Kangaroo Kapers resource guide, appears in the report. The final evaluation explores the degree of success in achieving these objectives: (1) to provide media specialists with skills necessary to serve the handicapped learner, (2) to provide teacher support skills and resources to library media specialists, and (3) to develop and disseminate a guide for further support of school media specialists. Evaluation data were collected through telephone interviews, questionnaires, and knowledge tests sent to program participants and to a control group; comments about workshops were also collected from participants. Appendices include lists of participating elementary schools and librarians and control schools, a schedule for the Bucket Brigade tutorial program for K-3 students with learning problems, a summary of a unit taught to 13 special education students, and the project coordinator's and director's logs. (SW)

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ED179227

Final Report

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Project No. 475AH70035
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TRAINING LIBRARY MEDIA SPECIALISTS TO SERVE THE HANDICAPPED STUDENT

Ardis Ruark, Director
Division of Elementary
and Secondary Education
Pierre, South Dakota

January 1979

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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Office of Education

Library Research and Demonstration Program
Final Report

January 1979

I certify that to the best of my knowledge and belief, this report is correct and complete.

Ardis Ruark

Ardis Ruark, Director
Library and Media Services

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A B S T R A C T

FOR

TRAINING LIBRARY MEDIA SPECIALISTS

TO SERVE THE HANDICAPPED STUDENT

Prepared by:
Ardis Ruark, Director
Library and Media Services

1/20/77

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7/1/77 - 6/30/78

A B S T R A C T

TRAINING LIBRARY MEDIA SPECIALISTS TO SERVE THE HANDICAPPED STUDENT

A GRANT UNDER LIBRARY RESEARCH AND DEMONSTRATION PROGRAM

(CFDA No. 13,475)

A demonstration training grant of $28,100 for training school Library Media Specialists to serve the handicapped students is proposed by the Office of Library and Media Services of the Division of Elementary and Secondary Education, State of South Dakota.

An urgent need exists for a program in the State of South Dakota to provide school Library Media Specialists with the skills necessary for meeting needs for handicapped children who by law will be incorporated into the regular classroom situations. Present certification and accreditation requirements for Library Media Specialists do not include skills, techniques or knowledge of materials to support the special problems arising from integration of handicapped students in the regular classroom.

The grant will provide training for a consultant who will in turn work with 10-15 Library Media Specialists at the local level and develop their skills and resources to meet the needs of handicapped students as they enter the mainstream of education.

The three objectives of the proposal are:

OBJECTIVE NO. 1: To provide the elementary school Library Media Specialist with additional skills necessary to directly serve the handicapped learner.

OBJECTIVE NO. 2: To provide the elementary school Library Media Specialist with specific skills and resources necessary to aid teachers, support personnel, administrators and non-professional persons involved in the educational process of the handicapped learner.

OBJECTIVE NO. 3: To develop and disseminate a guide for the support and maintenance of the elementary school Library Media Specialist participating in this project.

The objectives are designed to produce a system of information and resource exchange after the project has terminated. The objectives will also provide a core of Library Media Specialists trained to work with handicapped students and those involved in their education in the regular instructional program. They will provide a basis for expansion by being qualified to assist in in-service for other Library Media programs to meet the needs of handicapped children at the local level. They will represent varied population centers and will have identified the resources available and be able to serve the handicapped learner directly. The guide that will be developed will provide for continued support of Library Media Centers.

TRAINING LIBRARY MEDIA SPECIALISTS

TO SERVE THE HANDICAPPED STUDENT

Upon notification of funding for the project, "Training Library Media Specialists to Serve the Handicapped Student", a meeting was held with the Director of Curriculum and Instruction, the Director of Special Education, the Director of the Community Learning Resource Center, and Director of Library and Media. A consensus was reached on the job description and responsibilities of those directly involved in the project. The position was advertised through the state personnel office. Following notification by the Bureau of Personnel of the candidates available, interviews were scheduled and held. Carole Melby was chosen to be the project coordinator, and began employment September 19, 1977.

First Quarter

During the first quarter, the Project Coordinator attended the following training sessions:

Date	Place	Training Activity
September 27	Winner	Audio-visual repair and trouble shooting
October 4-5	Sioux Falls	CLRC. Mike Irwin
October 17	Pierre	Anne Floden, EEO and GAC representative
October 21	Pierre	DESE staff--follow-up on GAC possibilities
October 31	Pierre	CLRC, Mike Irwin
November 2-4	Rapid City	SDLA/MPLA--copyright, equipment, western Indian
November 21	Pierre	CLRC, Mike Irwin
December 6	Pierre	Institute for Pre-School Handicapped Education and Education of the Severely and Profoundly Handicapped
December 12-16	Denver, CO	Classes at University of Denver--Library Services for the Handicapped

The following conferences provided opportunity to introduce the program to the state, regional, and national library media field:

October 12-14	Rapid City	South Dakota Education Association
November 2-4	Rapid City	Joint Conference of South Dakota Library Association and Mountain Plains Library Association
November 28-December 1	Des Moines, IA	National Association of State Educational Media Professionals

Adjustments in the original proposal were made to accomplish the training aspect. Since the Area Learning Resource Centers closed that were to provide training, the interterm course provided by Denver University was chosen as an alternative. The project coordinator participated in the week-long session on "Library Services for the Handicapped" through educational leave. Harris C. McClaskey, Ph.D., Assistant Professor, University of Minnesota, was the instructor.

Local school districts were selected to meet the criteria established in the original proposal. As the schools were contacted, the school districts representing the larger population centers preferred to send a person with district-level responsibilities rather than a building-level librarian. There were two instances where districts chose not to participate in the project.

The ten sites selected are listed in Appendix A. The general census population figure established at 5,000 or less contained the majority of the school districts. The selection of the sites is not proportionately representative to the number of school districts in South Dakota but reflects the original project guidelines. These categories are 20,000 or more, 5,000 to 20,000, and 5,000 or less. From the potential list of sites qualifying by having a special education program and an elementary librarian, 21 of 31 of the sites have population of less than 5,000. There are only three cities in the state with population over 20,000.

A survey was administered to school library media personnel present at the fall meeting of the School Library Media Association. A copy of the questions appears in Appendix B. This provided input for adjustments as project implementation began.

Research began during the first quarter for the development of the resource guide and in-service training packages. State resources were identified. Additional funding sources for leadership training were explored.

The first training workshop was held January 24-25 with the ten participants in Sioux Falls (see Appendix C).

Throughout the development of the project, every effort was made to coordinate the project into the Curriculum and Instruction Program of the Division of Elementary and Secondary Education by establishing time lines, priorities, by cooperating with other offices in the program and division, and other state agencies.

Three on-site visits were made during the first quarter. Blizzard conditions caused some site visitation cancellations. These visitations were re-scheduled and completed at a later date.

Plans were projected for the second quarter and included the second workshop, additional site visitations, and continued research for the training packets.

Inquiries came from public schools in various states and institutions of higher education in Oregon and Colorado.

The third party evaluator was determined and evaluation plan received. Dr. Wayne Bruning of the University of South Dakota served as project evaluator. A copy of the evaluation plan is included in the final evaluation report.

Approval was obtained for the workshops to receive certificate credit renewal. This provided recognized credit for the inservice activity.

Second Quarter

As the project developed in the second quarter, a workshop was held January 24-25, 1978 in Sioux Falls, South Dakota. Training was designed for the library media specialists to bring an awareness about handicapping conditions and some of the state's facilities. Reasons for selecting Sioux Falls as the workshop site were based on the following criteria:

1. Access to two institutions serving handicapped students--Crippled Children's School and Hospital and the School for the Deaf;

2. Access to the Community Learning Resource Center serving special education needs at the pre-service and in-service level;

3. Access to project PREP, the mainstreaming project at Augustana College; and

4. Access to the state's only Barrier Free Awareness Project.

Augustana College provided excellent accommodations and services for the workshop. All participants were present for the workshop. As the workshop opened, weather conditions were those of normal winter weather; however, by the close of the workshop, the weather had shifted to blizzard conditions and the -30°F temperature combined with the wind gave a wind-chill factor of 60°F below zero. With the blocked roads and cancellation of airline flights, participants had to stay over for an additional day necessitating an additional day's per diem for most.

The workshop drew inquiries from interested Sioux Falls persons and campus faculty. All were invited to participate if they cared to attend.

The final workshop as presented appears on the following program agenda.

Illness prevented two of the library media specialists serving special children from attending. Time constraints necessitated the limitation of the on-site visitations to two.

The two sites chosen were (1) the Sioux Falls Public Library, a relatively new structure and generally meeting the requirements for easy access for a library facility, and (2) the library at the School for the Deaf.

The Sioux Falls Barrier Free Awareness Project had evaluated the Public Library with its rating scale and walked the participants through the evaluation instrument pointing out the things to look for in barrier free access.

The second site visited was the School for the Deaf which contained materials such as captioned films, visuals, transparency masters, and other materials used to teach the hearing impaired words and concepts. The participants were informed on the availability of the materials should a hearing impaired child be enrolled in the regular classroom.

The tour also demonstrated devices employed for safety purposes where hearing impaired students are enrolled.

The content portion of the workshop dealt with an awareness to handicapping conditions, identifying and serving the gifted child, Public Law 94-142, the IEP, Mainstreaming, and adapting materials for the handicapped. Materials used for the workshop were based on research completed.

The third party evaluator, Dr. Wayne Bruning, was present during the conference.

The Project Coordinator's log attached in Appendix M details the activities of the quarter.

PUBLIC SCHOOL LIBRARIES AND THE HANDICAPPED

Paxton Room, Morrison Commons - Augustana College
Sioux Falls, South Dakota
(Workshop as Conducted)

January 24, 1978

8:00 -	8:30am	COFFEE
8:30 -	9:00	Introduction to Project TRAINING LIBRARY MEDIA SPECIALISTS TO SERVE THE HANDICAPPED STUDENT Purposes -- Project Director, Ardis Ruark Announcements -- Project Coordinator, Carole Melby
9:00 -	11:00	Awareness to Handicapping Conditions Kathleen A. Hardin, Consultant for Multi-Handicapped Kent Gerlach, Assistant Professor, Dept. of Education, Augustana College
11:00 -	12:00	The Gifted in the School Library Media Center Robert Huckins, Director of Student Services
		LUNCH
1:30 -	3:00pm	Public Law 94-142, IEP Placement Committees and the School Library Media Specialist Kathleen A. Hardin, Consultant for Multi-Handicapped
3:00 -	4:30	Mainstreaming: What Are We Really Talking About? Kent Gerlach, Assistant Professor Dept. of Education, Augustana College
		EXAMINATION OF MATERIALS AT CLRC

January 25, 1978

8:00 -	8:30am	COFFEE
8:30 -	9:30	Physical Facilities of the School Library and Media Center--Implementing Section 504 Becky Egan, Coordinator, Sioux Falls Barrier Awareness Project
9:30 -	12:00	Tour of Sites for Applying Barrier-Free Survey School for the Deaf Library Sioux Falls Public Library
		LUNCH
1:00 -	4:30	Materials for the Handicapped Evaluation, Selection, Adapting by the School Library Media Specialists Michael Irwin, State Media Consultant/Director and Developer of Community Learning Resource Center

Much of February was spent in preparing the April workshop materials and follow-up from the January workshop.

Presentors for the April workshop were contacted. They were Marly Wilson, Director, Right-to-Read program, who talked on Learning Wheels; Clifford Jansen, Director of Instructional Television, who discussed utilizing this medium with handicapped students; Dr. George Levin, Director of Special Education, who talked about the services of his section; Kay Merriman, who is with the Bucket Brigade and discussed the work of this group of volunteers working in the school setting; and John Vincent, Program Administrator for the Handicapped Services Program, South Dakota State Library, who talked on the services and means to acquire those services.

Additional contacts were made with the following: Becky Egan, Coordinator of the Sioux Falls Barrier Awareness Project; Kent Gerlach, Assistant Professor, Department of Education, Augustana College; Dr. Harris C. McClaskey, Assistant Professor, University of Minnesota; and Dr. Doris Payel, Assistant Professor, Instructional Media and Technology, Mankato State University.

The control schools listed in Appendix D were contacted and their library media specialists (listed in Appendix E) were invited to respond to the evaluator's questions as part of the evaluation process. A sample of the letters sent to the superintendents and to the library media specialists are included and appear in Appendices F and G.

Both the project director and coordinator were actively involved in the plans and preparation for Division of Elementary and Secondary Education in-service workshops held April 13 and 18 dealing with 504 Regulations and awareness to handicapping conditions. Presentors for these were Dave Knudson, Vocational Rehabilitation Services, Sioux Falls; Kent Gerlach, Augustana College, Sioux Falls; and Walter Warfield, Washington, D.C.

Invitations were accepted by the coordinator and director to participate April 6 and 7 in the South Dakota Association for Communications and Technology State Conference held in Sioux Falls, and at the Western Regional Workshop for Librarians and Students held in Rapid City, April 28.

The project also accepted an invitation to be responsible for a session at the fall meeting of the South Dakota Education Association, October 11-13, 1978, at Sioux Falls.

TRAINING LIBRARY MEDIA SPECIALISTS TO SERVE
THE HANDICAPPED STUDENT

State Library Conference Room
April 4, 1978

8:00 - 8:30 a.m.	Welcome	*Dr. James Hansen, Asst. Supt. Instructional Services* *Dr. Joyce Levin, Director Curriculum and Instruction*
	COFFEE	
8:30 - 9:00 a.m.	Announcements	*Ardis Ruark, Director Library and Media Services* *Carole Melby, Coordinator Library Media Project*
9:00 - 10:30 a.m.	"Meeting Student Needs and Interests Through Learning Wheels"	*Marly Wilson, Director Right-to-Read*
10:30 - 10:45 a.m.	*COFFEE*	
10:45 - 12:00 noon	"Special Education in South Dakota by 1981"	*Dr. George Levin, Director Special Education*
LUNCH		
1:15 - 2:00 p.m.	"What ITV and Video Taped Programming Can Do for the Handicapped"	*Clifford Jansen, Director Instructional Television*
2:00 - 2:30 p.m.	Bucket Brigade	*Kay Merriman*
2:30 - 3:00 p.m.	*TOUR OF STATE LIBRARY*	
3:00 - 4:30 p.m.	"State Library Handicapped Services"	*John Vincent Program Administrator Handicapped Services Program for the S.D. State Library*

Third Quarter

Third quarter activities included the final workshop held April 4, 1978 in Pierre, South Dakota. All ten participants completed the workshop experience, and for those who so desired, obtained certificate renewal credit. The workshop in April presented consultants who addressed problems of individualizing learning and utilizing volunteer assistants to meet student needs. Marly Wilson, author and creator of Learning Wheels, addressed and challenged the group to utilize different approaches in the library media center to help young people meet their needs. Learning Wheels provide for slow learners, gifted learners, the child's likes or hobbies, and his capability to learn or share his knowledge. Clifford Jansen, Director of Instructional Television, proposed several ways in which to utilize instructional television to meet individual needs to best advantage. Dr. George Levin explained the present status and direction of the current special education program in the state.

Kay Merriman, Pierre Coordinator, explained the volunteer tutoring program called Bucket Brigade, its operation, the training of the volunteers, and their responsibilities. Mrs. Florence Sharp, Bucket Brigade Coordinator from Michigan, developed this tutorial program to help K-3 children with learning problems. It is a preventive program aimed at getting children immediate help when it is noticed that a child falls behind and before he or she develops bad habits and the child's self image deteriorates. Volunteers use a variety of multi-sensory teaching aids which are taken to the student in the "Bucket". The program encourages adaptations and innovations to meet the needs of the individual schools and students involved. A sample of the training session used for training Bucket Brigade volunteers is enclosed in the Appendix as is Mrs. Sharp's address (Appendices H and I).

John Vincent, Special Services Librarian with the State Library, coordinated a tour of the new state library building emphasizing the services provided to the handicapped and the means of acquiring the services.

Project Coordinator, Carole Melby, completed the on-site visits at Lead-Deadwood and Rapid City. Presentations were made by the Director and Coordinator at the South Dakota Association for Communications and Technology Conference, April 7, 1978, in Sioux Falls.

A workshop for the West River Librarians was presented on April 28 at Rapid City. This session highlighted the Learning Wheel concept that was presented at the April 4 workshop. A copy of the workshop program is attached (Appendix J). Twenty-three adults and 43 students participated and shared in the conference. A letter relating to the workshop from Mayo Huisman, Director of Instructional Materials Center, Rapid City, is included (Appendix K).

Work continued to coordinate the project with other curriculum programs of the Division of Elementary and Secondary Education. Final research was completed for the resource guide and implementation of the training packet. Draft copies of the training items were developed and disseminated at the inservice workshops. These were modified for inclusion in the final resource guide.

Participants reported on the various ways they have utilized knowledge and awareness gained through the workshop. A list of examples is given. A library unit was developed by one site. The unit is included in the Appendix (Appendix L).

--"We do not have any physically handicapped at present but we have looked at the buildings to see where adaptations could be made. I have ordered several of the books on handicaps for library use next year. These were previewed at our first workshop in Sioux Falls."

--"I put up displays of handicapped children doing things. Newspaper articles, posters, etc. Also, I looked through the collection for books about the handicapped and added to our book display."

--"I have been very busy gathering ideas for a new media center that will be built. In all the planning, I am very aware of the need to include easy access for the handicapped and plan to watch for that in the planning."

--"Utilizing group activity--group story telling; 'Lion Hunt'; group assisting in flannel board story. Made aware of the value of captioned filmstrips. We have many in our district. I will prize more highly. Checked into possibility of inserting more captions into Instructional Television programs. Will stress 'barrier awareness' when new high school building becomes closer to reality. I am more tolerant--and more loving."

--"Using 'Selecting Picture Storybooks for Young Children with Learning Disabilities' by Jed P. Luchow, and 'The Special Child in the Library' by Barbara H. Baskin, ALA, 1976, we are developing a bibliography of books to be used with these children:

Madeline - Ludwig Bemelmans
Mike Mulligan and His Steam Shovel - Burton
The Story About Ping - Flack
Angus and the Ducks - Flack
Millions of Cats - Gag
Snowy Day - Keats
The Carrot Seed - Krauss
Make Way for Ducklings - McCloskey
Curious George - Rey
Mike's House - Sauer
And to Think That I Saw It on Mulberry Street - Seuss
Horton Hatches the Egg - Seuss
The Camel Who Took a Walk - Tworkov
Harry the Dirty Dog - Zion
Why Mosquitoes Buzz in People's Cars - Aardema
The Funny Little Woman - Mosel
Journey Cake Ho! - Sawyer
New Patches for Old - Walker
Alexander and the Terrible, Horrible, No Good, Very Bad Day - Viorst
Hattie Be Quiet, Hattie Be Good - Gackenbach (Harper)"

Final Quarter

During the final quarter the director and the project coordinator were involved with the preparation of zero based budgets for FY '80 for the Division of Elementary and Secondary Education and the South Dakota Legislature. This was the first time this budget process had been implemented in this division so many staff hours were needed to prepare the necessary documentation.

The project director and coordinator were presentors at the Governor's Conference on Career Education. This Conference presentation reenforced the concern that has emerged that career education must be provided not only for the average child but also the child with special needs. The local career education plan needs to address this concern at both the elementary and secondary level, and this plan will necessarily involve the school library media specialist.

The other areas of concern that have surfaced during the final quarter are those dealing with citizenship privileges and responsibilities for the handicapped student, development of life-long learning and survival skills, and identification of non-print materials for handicapped learners.

August 11, 1979, marked the final date of employment for the project coordinator, Carole Melby. The lack of resource persons within the division for graphic assistance and sound production capabilities necessitated contracting with outside consultants to complete the resource guide and inservice slide presentation.

The final format selected for the resource guide was a print format that could be easily utilized. The resource guide, Kangaroo Kapers or How to Jump into Library Service for the Handicapped, combined the research, lists of agencies, bibliographies, learning strategies, into a unified volume that would be effective for an elementary library media specialist in a rural setting.

The project director and coordinator presented a project update at SDEA with participants citing benefits, concerns, or problems encountered in implementation of services to the handicapped. Some of the problems that surfaced were those related to districts with larger student population. The role of the library media specialist varies greatly and the services requested are more refined. These districts ask for specific modification of materials or videotaping assignments. The bibliographies, agencies, research appeared to be less valuable to the director of special education in such a situation. The schools with smaller enrollment appear to be implementing more programs, developing curriculum units, creating awareness about handicapped persons, and involving more of the total school community.

Bids for the 1,000 copies of the resource guide, Kangaroo Kapers, were let in October with scheduled delivery for November. Due to printing difficulties, the books were not delivered until the middle of December. Announcement of the publication Kangaroo Kapers was made in the November issue of the Challenge, a Division of Elementary and Secondary Education

newsletter reaching 9,000 South Dakota educators. A copy is included in the Appendix O.

Distribution of the resource guide has been completed to all South Dakota school library media specialists, superintendents, and chief state school officers, and to other interested educators and media professionals. In all, over 800 copies have been disseminated. Evaluations received thus far on the book indicate that a need has been met.

An inservice slide sound presentation for use by an individual librarian in a rural setting has been developed. Eight copies of this sound slide set were prepared for distribution. Two are on file with the Office of Education. Two copies have been placed with the South Dakota State Library and the remainder are available from the Division of Elementary and Secondary Education, Office of Library and Media Services. A copy of the script follows.

The program summary and final evaluation by Dr. Wayne Bruning conclude this report.

KANGAROO KAPERS
OR HOW TO JUMP INTO LIBRARY SERVICES FOR THE HANDICAPPED

The following script accompanies the slides for "Kangaroo Kapers or How to Jump into Library Services for the Handicapped". The audio portion of the slide is on cassettes. The same program is recorded on both sides of the cassette. On Side 1, we have recorded the audible signal to indicate when you should manually advance the slide. On Side 2, we recorded the inaudible signal that advances the slide automatically on projectors and tape recorders so designed to work with this system.

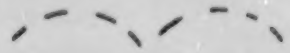
Advance the film to the first frame and focus the picture. Start the cassette, and if using a manual system, advance the slide each time the tone is heard. If using an automatic system, the synchronized mechanism will maintain synchronization between the visual image and narration.

This script contains a narration of the audio portion of the presentation on the right ("SOUND"), and a brief description of each frame of the slide on the left ("PICTURE"), thus enabling the operator to have a guide throughout the presentation. It is recommended that the operator rehearse once before making the presentation.

FOR ADDITIONAL INFORMATION
Contact: Ardis Ruark, Director
Libeary and Media Services
Division of Elementary & Secondary Education
Kneip Building
Pierre, South Dakota 57501

KIT INCLUDES:
Slide Set: Kangaroo Kapers
Cassette Tape to Accompany Slides
Book: Kangaroo Kapers
Publishers File Retieval System
Guidelines for Local School Compliance

KANGAROO KAPERS
OR HOW TO JUMP INTO LIBRARY SERVICES FOR THE HANDICAPPED

PICTURE	SOUND
1.	1. THUMP -- music
2. 	2. THUMP, THUMP -- music
3. KANGAROO KAPERS or How to Jump Into Library Services for the Handicapped	3. Music
4. A report prepared for the U.S. Office of Education by South Dakota's Office of Library and Media Services, Division of Elementary and Secondary Education, Pierre, South Dakota	4. Music
5. Supported by a grant from the Office of Library and Learning Resources	5. Music
6. Script Consultant - Ardis Ruark Photography - Allen Baltzer Creative Coordination - Bright Ideas	6. Music
7.	7. Jumping into library services for the handicapped may seem like a big leap for any library media specialist especially if you are the only person serving a district program in a rural state.
8. Group of librarians	8. That's what these library media specialists thought when they came together to determine what skills were needed to serve the handicapped learner.
9. Group picture	9. These ten elementary librarians and media supervisors
10. Group picture	10. represented various sized districts from throughout the state. Each had an established special education program.
11. Kangaroo and baby in pouch reading a book	11. But what's a kangaroo doing in a school library media center in South Dakota? Meet Happy Hopper and Joey. They'll help you spring into action, evaluate your library services, and implement procedures to provide individualized service.

12. Kangaroo pointing to letter A	12. Hap says the first thing a librarian needs is awareness--awareness for handicapping conditions, rules and regulations.
13. Woman	13. Special educators from colleges
14. Man with hands clasped	14. universities
15. Man	15. state agencies or even your own local district or community can be helpful in providing basic information.
16. Lady holding a book	16. One of the most important and useful items is the Administrative Handbook for Special Education available in each district from the superintendent, principal or special education director.
17. P. L. 94-142	17. This manual includes the basic information of Public Law 94-142 which provides for free and appropriate education for the handicapped and the state rules that were written to implement the law. All of the assurances for appropriate education are contained
18. IEP	18. in a student IEP or Individual Education Program. This document is written by parents, educators, and others concerned with the education of the handicapped child and contains the student's present educational performance, goals and objectives, dates for accomplishing the learning, and the evaluation procedure.
19. ?	19. Where then does the library media specialist fit in? Hap says the library media center may be asked to provide materials from its many resources to support the IEP. This means the collection will need to be evaluated according to the
20. Guidelines	20. Guidelines for the Representation of Exceptional Persons. If the materials aren't appropriate, it may be necessary to make modifications.

21. Wordless book	21. The collection may need to acquire specific materials. These may include
22. Wordless book	22. braille materials, large print books or books incorporating the sign language.
23. Lady writing	23. All items will need to be evaluated
24. Man talking to group	24. to see that they meet
25. Man talking to group	25. specific educational goals and objectives
26. Lady holding earphones	26. and are appropriate for the handicapping condition.
27. Man holding individual viewer	27. It may also be necessary to modify existing materials to meet special needs,
28. Student signing	28. or to learn the sign language to assure communication with the hearing impaired student,
29. Kangaroo reading	29. or supply special tutoring in the library area for those who lack communication skills.
30. Kangaroo in front of steps	30. A second step in providing library media services to the handicapped is to make certain the physical facility is accessible to the student.
31. ACCESSIBILITY	31. This will assure that the facility is available to all and in compliance with
32. 504	32. section 504 of the Vocational Rehabilitation Act.
33. Group, lady holding form	33. This can be accomplished through a survey utilizing a checklist to see if the library, audio-visual center, building, or school grounds are barrier free.
34. Group looking at form	34. A suggested Guideline for Local School Compliance is available from the Division of Elementary and Secondary Education.
35. Outside Symbol for handicapped	35. One of the first signs many people see outside a building or in a parking lot is the international symbol of access.
36. Handicapped symbol	36. It should only be used if the parking area, entrance, restrooms, halls, telephones, and other accommodations are so structured that an individual seated in a wheel chair has easy access.

37. Kangaroo at fountain	37. Drinking fountains are one of many accommodations in schools and libraries available to the general public but often times inaccessible to the handicapped.
38. Side of fountain	38. Drinking fountains should be an appropriate height
39. Front of fountain	39. and provide easy accessibility, especially if located in new construction.
40. Kangaroos between stacks	40. Hap and Joey say, "It's not always easy to get the book or magazine you want, but as part of the management process you'll need to determine how the materials will reach the student."
41. Shelves	41. If it is at all possible, allow a four foot aisle between stacks to permit access from a wheelchair.
42. Kangaroo in wheelchair	42. Tables and carrels should permit access by a person seated in a wheelchair.
43. Chairs	43. Furniture and floor coverings should provide distinct color separations for safety of the visually impaired.
44. Floor covering	44. Floor coverings should be skid proof and provide safe mobility for students using crutches or confined to a wheelchair.
45. Warning light	45. Provide additional safety devices, such as a high-intensity warning light, for the safety of the hearing impaired. If this is not feasible, establish a monitoring system as a short-term alternative.
46. Standing kangaroos	46. What assistance is available to library media specialists trying to implement improved service? There are many parent groups and professional organizations already established and able to provide materials and assistance.
47. Lady	47. Volunteers from the local community can be drawn into the library program and trained to provide needed assistance.

48. Kangaroo at bookshelves	48. Numerous bibliographies have been developed and are available.
49. Kangaroo at file	49. State agencies can be called upon to provide assistance, materials, equipment and in some instances, funding. Some of these agencies include
50. Woman	50. Right to Read and Basic Skills
51. Man at side of blackboard	51. Special education
52. Man in front of blackboard	52. and their many special offices
53. Man	53. instructional television
54. Group	54. the state library
55. Group	55. and its many services
56. Man	56. to the physically handicapped
57. Man holding record file	57. and visually impaired.
58. Talking book collection	58. Talking books are available to handicapped individuals who cannot hold or read a book in the normal manner. Completion of a simple application will provide this service from the State Library.
59. Captioned films	59. Captioned films are another resource available to the student identified as hearing impaired. These films are located at the School for the Deaf in Sioux Falls.
60. Woman at computer terminal	60. Research is easily and
61. Computer terminal	61. quickly available throughout the state.
	The library media specialist needs to bring the students and resources together not only to meet the requirements of the
62. IEP	62. IEP but also
63. Kangaroo on pillow	63. for leisure time needs.
	Sometimes new strategies need to be introduced and the media specialist can be the change agent.
64. Man by TV	64. This might mean using established programs

65.	TV set on	65.	such as instructional television in a different manner to meet the learning objectives for a single student rather than a large group.
66.	Learning wheels	66.	Learning wheels may be introduced to provide reenforcement of library research skills, audiovisual skills, and encourage creativity.
67.	Kangaroo with puppet	67.	Puppets can provide for creative expression and understanding of handicapping conditions.
68.	Kangaroos talking	68.	Story telling permits and encourages oral communication.
69.	Bucket for tutoring	69.	Volunteers such as those from the Bucket Brigade can be used to provide for reenforcement of learning.
70.	Kangaroo with books in pocket	70.	The school library media center can do much to create an appropriate environment for handicapped students. It can be a leader in breaking down stereotypes. It can be the source for accurate information and link to resources wherever they may be. This is only the beginning. Hap and Joey hope that you will see what tricks are in your bag to make library service available to <u>all</u> students.
71.	Script Consultant - Ardis Ruark Photography - Allen Baltzer Creative Coordination - Bright Ideas	71.	Music
72.	Supported by a grant from the Office of Library and Learning Resources	72.	Music
73.	A report prepared for the U.S. Office of Education by South Dakota's Office of Library and Media Services, Division of Elementary and Secondary Education, Pierre, South Dakota	73.	Music
74.		74.	Music
75.	Kangaroo hopping off	75.	Music

END

PROGRAM SUMMARY TABLE

A. Provide the Elementary School Library Media Specialist with additional skills necessary to directly serve the exceptional student in a library learning center environment.

	WORKING OBJECTIVE	CODE	ACTIVITY	CODE	FOURTH AND FINAL QUARTER
A1	Develop understanding of educational, emotional and personal need of handicapped learner.	A1.1	Develop training packet.	A1.1.1	Training materials developed into resource guide. Activity completed.
		A1.2	Train Library Media Specialists using packet.	A1.2.1	Both workshops completed. On-site visitations completed. Follow-up on request available.
A2	Develop new library media center program to use with the handicapped child in the library.	A2.1	Provide training sessions to participating Library Media Specialists.	A2.1.1	Workshops held January 24-25, 1978 and April 4. On-site visitations completed.
		A2.2	Provide Library Media Specialists with consultation and assistance developing programs.	A2.2.1	Assistance available at completion of project through Office of Library Media Services.
				A2.2.2	Second workshop held April 4. Learning Center and Learning Wheel information disseminated to participants for possible adoption grants. Other sources of funding by GAC on learning centers were explored. Implementation occurred at West River Librarians Workshop, April 28.
				A2.2.3	Workshop held April 4 at site of Capitol Complex which provided options for program development at the local level.

PROGRAM SUMMARY TABLE

	WORKING OBJECTIVE	CODE	ACTIVITY	CODE	FINAL QUARTER
A3	Provide special equipment and training to Library Media Specialists that have handicapped student with needs.	A3.1	Train Library Media Specialists how to use specialized equipment.	A3.1.1	Selection and production held in January workshop.
		A3.2	Acquire specialized equipment and placement in useful positions.	A3.1.2	Equipment access explained at second workshop. Services for handicapped through State Library explained.
A4	Develop programs to include handicapped student in library maintenance structure.	A4.1	Give Library Media Specialists information and rationale for including handicapped students in work in the center.	A4.1.1	Covered in second workshop. Maintenance pointers given, use of volunteer's program discussed. Bucket Brigade introduced.
		A4.2	Consult and aid librarian in developing programs.	A4.2.1	Assistance available at completion of project through Office of Library and Media Services.
A5	Develop student awareness of problems of handicapped student.	A5.1	Give Library Media Specialists packet on awareness.	A5.1.1	Draft packet distributed during third quarter. Completed resource guide distributed December to participants and all school library media centers.
		A5.2	Give Library Media Specialists aid and consultation.	A5.2.1	Completed at workshops.
		A5.3	Give librarians book list on handicapped student.	A5.3.1	Bibliographies completed and compiled into resource guide, Kangaroo Kapers.

PROGRAM SUMMARY TABLE

B. Provide the Elementary Library Media Specialist with specific skills and resources necessary to aid teachers, support personnel, administrators and non-professional persons involved in the educational process of the handicapped student.

	WORKING OBJECTIVE	CODE	ACTIVITY	CODE	FINAL QUARTER
B1	Provide Library Media Specialists with expertise to aid teachers of the handicapped.	B1.1	Produce workshops to provide the information and training to teachers and provide ongoing consultation.	B1.1.1	Information provided at January workshop and April workshop. Inservice for teachers to be done on individual basis. On-site visitations and follow-up completed
		B1.2	Provide workshop to train Library Media Specialists to train teachers on producing own materials for the handicapped.	B1.2.1	Covered in workshop. On-site follow-up available as needed.
		B1.3	Provide training to Library Media Specialists on modification of materials to meet the need of a handicapped student.	B1.3.1	Covered in January workshop. Individual requests for additional assistance done at the cooperating school site.
B2	Provide Library Media Specialists with information on developing resources to use for the handicapped learner.	B2.1	Provide Library Media Specialists with information necessary to set up a publishers file.	B2.1.1	Completed example of publishers file distributed at April workshop. Final form completed and disseminated to all school librarians in December.
		B2.2	Give Library Media Specialists information on appropriate professional materials for teachers of the handicapped.	B2.2.1	Bibliographies distributed at January and April workshops. Final resource guide, Kangaroo Kapers, completed and distributed in December.

PROGRAM SUMMARY TABLE

	WORKING OBJECTIVE	CODE	ACTIVITY	CODE	FINAL QUARTER
B2		B2.3	Provide Library Media Specialists with system to give teacher information on commercial material available.	B2.3.1	Covered in January workshop at the CLRC. Publishers File Retrieval System completed and distributed to all school librarians.
		B2.4	Library Media Specialists will develop and become knowledge-able with resources available in the state.	B2.4.1	Presented at workshop on April 4. Included presentors on services of State Library and Section for Special Education.
		B2.5	Library Media Specialists will receive file on services offered within the state.	B2.5.1	Draft copy disseminated at workshop. Information compiled into resource guide, Kangaroo Kapers.
		B2.6	Library Media Specialists will receive consultation and training package for work with aides and volunteers within the Library Media Center and school.	B2.6.1	Program in second workshop covered topic volunteers in the school and utilizing volunteer services of State Library Services incorporated in the workshop. Information compiled into resource guide, Kangaroo Kapers.

PROGRAM SUMMARY TABLE

C. To develop and disseminate a guide for the support and maintenance of the project within the Elementary Library Media Centers participating in the program.

	WORKING OBJECTIVE	CODE	ACTIVITY	CODE	FINAL QUARTER
C1	To complete guidelines by completing information during span of project.	C1.1	To develop method of compiling all information and teaching packets into one manual.	C1.1.1	Kangaroo Kapers, resource guide and slide presentation completed in December and available for individual inservice at the local school. Resource guide disseminated to all school library media specialists, superintendents, and chief state school officers.

Final Evaluation Report
"Training Library Media Specialist to
Serve the Handicapped Students"

The Educational Research and Service Center of the School of Education at the University of South Dakota, Vermillion, South Dakota served as the outside agency for evaluation of this project. The report was completed and evaluation was conducted by Dr. Wayne Bruning who is an Associate Professor in the Library Media Division of the School of Education at the University of South Dakota. The evaluation was conducted for the most part as outlined in the evaluation plan (Appendix A). Exceptions will be noted in summary of each phase of the evaluation report. As pointed out in the evaluation plan the project was evaluated by assessing how well each objective for the project was accomplished. Below are listed each objective of the project along with the procedure and outcomes of the evaluation.

Objective #1. To provide the elementary school library media specialist with additional skills necessary to serve the handicapped learner.

Evaluation Procedure:

A knowledge test was developed from the content of the two workshop sessions of January 24-25, 1978 (Appendix B) and April 4, 1978 (Appendix C). This test was sent to project participants and control group. The results of this test showed that participating library media personnel had a greater understanding of handicapped students and knowledge of skills necessary for serving them in their school setting. One can clearly say that the workshops did provide project participants with additional skills necessary to serve handicapped learners.

Test Results

PROJECT	CONTROL
Range 14 - 19	Range 7 - 16
Mean Score 16.7	Mean Score 10.4

Objective #2. To provide the elementary school library media specialist with specific skills and resources necessary to aid teachers, support personnel, administrators and nonprofessional involved in the educational process of the handicapped learner.

Evaluation Procedure:

The evaluation of this objective was completed in three phases 1) Analysis of content of workshops; 2) interviews with project and control library media specialists; and 3) survey questionnaires to principal, special education coordinators and one teacher.

Phase 1 procedure and results:

The results of the knowledge gained from workshops is reported under objective 1 above. In addition to the test of content the project evaluator attended the workshop sessions and in his opinion the content of the workshops did provide

the participant with specific skills and resources necessary to aid teachers, support personnel, administrators and nonprofessionals with the educational process of the handicapped learner.

Phase 2 procedure and results:

Telephone interviews were conducted with project and control library media specialists. These interviews were conducted during the month of May 1978 using the following questionnaires.

1. Do you have the specific skills to aid teachers, support personnel, administrators and nonprofessionals:

   A. With awareness of handicapping conditions?

Project		Control	
Yes 8	No 2	Yes 2	No 7

   B. With gifted and talented students?

Project		Control	
Yes 9	No 1	Yes 5	No 5

   C. As a member of placement committee and with writing individual educational programs

Project		Control	
Yes 7	No 3	Yes 4	No 6

   D. With materials and resources for mainstreaming children

Project		Control	
Yes 10	No 0	Yes 6	No 4

2. Do you have skills necessary to change the physical setting in your library to accommodate the handicapped:

Project		Control	
Yes 7	No 3	Yes 2	No 8

3. Do you have skills necessary to select appropriate materials for handicapped students:

Yes 10	No 0	Yes 7	No 3

4. Do you have the resources available in your library to aid teachers, support personnel, administrators and nonprofessionals:

A. With awareness of handicapping conditions?

Project		Control	
Yes 10	No 0	Yes _____	No _____

B. With gifted and talented students?

Project		Control	
Yes 10	No 0	Yes _____	No _____

C. With writing individual educational programs?

Project		Control	
Yes 8	No 2	Yes 4	No 6

D. With materials and resources for mainstreaming children?

Project		Control	
Yes 10	No 0	Yes 8	No 2

E. Do you have the resources available to assist you with physical organization of your library to better serve the handicapped learner?

Project		Control	
Yes 10	No 0	Yes 4	No 6

F. Do you have selection tools available which can assist you with selection and evaluation of materials for handicapped learner?

Project		Control	
Yes 10	No 0	Yes 7	No 3

G. Do you have materials available in your library which describes state library services to handicapped learners?

Project		Control	
Yes 10	No 0	Yes 7	No 3

The results of the evaluation indicate that the workshop training sessions did provide the participants with more specific skill than the control group. In addition, as a result of the project they have the necessary resources which allows them to address educational problems with handicapped learners.

Phase 3 Procedure:

The following survey questionnaire was sent to the principal, special education coordinators and teachers. Results are listed below each item and are broken down according to individual responding. Please note that the number of responses might not equal 10 since in some cases they felt they could not respond, or a response was not returned.

1. Has the librarian in your school provided you with materials to assist with identification of handicapped learners.

Project			Control		
Principal	Spec. Ed. Coord.	Teacher	Principal	Spec. Ed. Coord.	Teacher
Yes 5 No 2	Yes 4 No 4	Yes 5 No 2	Yes 0 No 7	Yes 0 No 9	Yes 2 No 7

2. Has the librarian in your school assisted you with the writing of individual educational programs?

Project			Control		
Principal	Spec. Ed. Coord.	Teacher	Principal	Spec. Ed. Coord.	Teacher
Yes 3 No 6	Yes 2 No 7	Yes 3 No 4	Yes 0 No 7	Yes 1 No 8	Yes 1 No 8

In most cases the survey indicated that librarians were not involved with placement committees. Another reason for minimal involvement would be that project activities occurred after most IEP's would have been completed for the year.

3. Has the librarian in your school helped you with materials and resources for those students who have been mainstreamed into your classes?

Project			Control		
Principal	Spec. Ed. Coord.	Teacher	Principal	Spec. Ed. Coord.	Teacher
Yes 9 No 0	Yes 7 No 0	Yes 7 No 0	Yes 7 No 0	Yes 6 No 3	Yes 7 No 2

All indications are that all librarians have been called upon for materials and have been very helpful with special needs in individual classrooms.

4. Have you noticed any changes in the physical organization of the library which make materials and services more accessible to handicapped learners?

Project			Control		
Principal	Spec. Ed. Coord.	Teacher	Principal	Spec. Ed. Coord.	Teacher
Yes 6 No 3	Yes 5 No 2	Yes 6 No 1	Yes 2 No 5	Yes 2 No 7	Yes 1 No 8

Most cases of changes in project schools were witnessed after attendance at first workshop where they address issue of barriers to learners.

5. Has the librarian assisted you with selection of appropriate materials for the handicapped students in your school or class?

Project			Control		
Principal	Spec. Ed. Coord.	Teacher	Principal	Spec. Ed. Coord.	Teacher
Yes 9 No 0	Yes 7 No 1	Yes 6 No 1	Yes 5 No 2	Yes 6 No 3	Yes 6 No 3

Even though control librarians have received no help with selection of appropriate materials, they appear to be providing assistance in this area. One question which may be raised is what are <u>appropriate</u> materials.

6. Does the librarian in your school assist the handicapped learners in your school with materials and services from State Library?

Project			Control		
Principal	Spec. Ed. Coord.	Teacher	Principal	Spec. Ed. Coord.	Teacher
Yes 4 No 4	Yes 4 No 2	Yes 3 No 4	Yes 2 No 5	Yes 3 No 6	Yes 2 No 7

This activity where the participants were informed of State Library Services for handicapped took place at last workshop session. This may account for small if any change. Also many indicated they didn't have handicapped students in their school where State Library Services were available.

Objective #3: To develop and disseminate a guide for the support and maintenance of the elementary school media specialist participating in project.

This objective was evaluated at the same time as Objective two via telephone interview. The control were not evaluated since they had no resource or guide to assess. The fact that the project participants were positive under procedure 2 of Objective 2 evaluation indicates that they have resources in guide for support with educational problems. In addition all participants felt the guide was very complete and provided them with excellent resources, especially in terms of bibliographies. Only criticism was in the organization and bulk of guide. It is my understanding these problems are being addressed.

Workshop Evaluations:

The enclosed data was gathered by using the attached evaluation instruments. The results are penciled in above the appropriate response. The outside evaluator attended the sessions and administered the evaluation instrument. In addition the feed-back at workshops was that they were very well done and each participant found them to be valuable experiences.

Evaluation of Public School Libraries and the Handicapped
Sioux Falls Workshop

Session	Usefulness in understanding handicapped students					Usefulness for me to serve handicapped					Usefulness to me personally					General Quality of Presentation				
	Useful				Useless	Useful				Useless	Useful				Useless	Useful				Useless
1. Introduction to Project	3	3	3			1	4	4			3	2	4			3	4	2		
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2. Awareness to Handicapping Conditions	9	1	1		1	4	2	3			5	2	2			4	3	1	1	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3. The Gifted in the School Library Media Centers	2	3	4	1			4	2	4			3	3	4			3	3	4	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4. Public Law 94-142, IEP	3	4	3			2	4	3			4	2		4		4	3	3		
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
5. Mainstreaming: What Are We Really Talking About?	5	5				3	6		1		4	4	2			4	4	3		
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
6. Physical Facilities of the School Library and Media Center	2	7				2	6	3			3	6	1			2	6	1	1	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
7. Tour of Sites for Apply Barrier Free Survey	4	4	2			3	4	3			4	3	3			3	4	2		
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8. Materials for the Handicapped	3	6	1			4	4	2			3	6	1			3	4	3		
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Evaluation
Workshop in General

		Excellent				Poor
1.	Organization	1 7	2 0	3 3	4 0	5 0
	Comments:					
2.	Facilities	1 7	2 2	3 1	4 0	5 0
	Comments:					
3.	Accommodations	1 7	2 2	3 0	4 0	5 0
	Comments:					
4.	Overall	1 8	2 1	3 1	4 0	5 0
	Comments:					

List three best things about the workshop:

1.

2.

3.

List three worst things about the workshop:

1.

2.

3.

Workshop I - General Evaluation

1. Organization

   Comments: Covered the areas of the handicapped.
   Long day.

2. Facilities

   Comments: Good meeting place and places visited were good.
   The room couldn't be darkened.
   Augustana--nice selection.

3. Accommodations

   Comments: Good place to stay.
   We can share rooms.
   Super.

4. Overall

   Comments: I learned a lot and will be able to help others with problems of the handicapped.

   Good--I learned a lot and I have a lot yet to learn.

   Great job.

   Very well done. Interesting.

   Flexibility of materials.

Workshop I

Three best things:

1. Awareness/Barrier Free Session. (2)
2. Kathy Hardin and Kent Gerlach. (3)
3. Materials. (4)
4. Learned people and places to look for help.
5. Made aware of many difficulties in working with handicapped.
6. Will evaluate materials from different viewpoint.
7. Good resource people.
8. Small group involvement. (2)
9. Being made aware of the problems handicapped people have. (3)
10. Seeing the facilties at School for Deaf. (2)
11. Good variety of topics. (2)
12. My thoughts go in another direction -- re. handicapped.
13. Expertise involved was definitely a learning experience.
14. Aim/objective of workshop makes it worthwhile.
15. The visit to the CLRC and activities there.
16. Mainstreaming: What we are really talking about.
17. Doug's sharing and involving us.
18. Sharing of ideas and concerns among the group who came from across the State.
19. Direct relation to title of project.

Workshop I

Three worst things:

1. Learned my shortcomings in this area.
2. Would have liked to tour Crippled Children's accommodations to see building adaptations.
3. The weather.(6)
4. Not enough time to view special centers.
5. Need more exchange between participants so could learn from each other.
6. Unclear presentation about the gifted being handicapped. (3)
7. Presentors could be more familiar with AV equipment. (5)
8. Long lectures.
9. Useless exercise.
10. There has to be more about Public Law 94-142.

Workshop #2

Evaluation of Public School Libraries and the Handicapped
Pierre Workshop

Session	Usefulness in understanding handicapped students					Usefulness for me to serve handicapped					Usefulness to me personally					General Quality of Presentation				
	Useful			Useless		Useful			Useless		Useful			Useless		Useful			Useless	
1. "Meeting Student Needs and Interests through Learning Wheels"	(1)	(3)	(5)	(1)		(1)	(2)	(7)			(2)	(4)	(3)	(1)		(7)	(3)			
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2. "Special Education in South Dakota by 1981"	(6)	(1)	(3)			(4)	(3)	(3)			(4)	(3)	(3)			(6)	(2)	(2)		
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3. What ITV and Video Taped Programming can do for the Handicapped	2	5	2	1		2	5	3			2	6	2			(3)	(4)	(2)	(1)	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4. Tour of State Library	5	3	1	1		3	6	1			5	4	1			5	4	1		
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
5. "State Library and Handicapped Services"	5	2	2			5	3	1			3	4	2			2	5	2		
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
6. Cadet Brigade	4		4	1		(3)	(1)	(4)		(1)	(3)	(1)	(4)	(1)		(1)	(2)	(3)		
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Evaluation
Workshop in General

		Excellent				Poor
1.	Organization	1 (5)	2 (5)	3	4	5
	Comments:					
2.	Facilities	1 (5)	2 (3)	3 (1)	4	5
	Comments:					
3.	Accommodations	1 (5)	2 (5)	3	4	5
	Comments:					
4.	Overall	1 (6)	2 (3)	3 (1)	4	5
	Comments:					

List three best things about the workshop:

1.

2.

3.

List three worst things about the workshop:

1.

2.

3.

Workshop II - General Evaluation

1. Organization

   Comments: Well planned and balanced.
   Long day.

2. Facilities

   Comments: Excellent, got a little stuffy.

3. Accommodations

   Comments: Weather, State Library--great.

4. Overall

   Comments: I learned a lot about many things.

   Workshop could have been much shorter.

   You've truly done a lot of work--something good must come from all this effort. If it doesn't come from your workshop, participants, you can surely make materials available state-wide.

Workshop II

Three best things:

1. Learned about handicapped.
2. Things available on all levels.
3. Met people who can help.
4. Variety of materials. (2)
5. Presentations interesting. (2)
6. Small groups make it more personal and discussion better.
7. Bucket Brigade. (3)
8. TV presentation (2) and WHAM. (2)
9. Lunch together and time to share some new ideas.
10. State Library tour. (2)
11. Talk by Dr. Levin. (3)
12. State Library Handicapped Services. (2)
13. Good coverage of the subject.
14. Very inspirational.
15. Fantastic resource and Bibliographic guide.

Three worst things:

1. Weather at first workshop.
2. Ventilation.
3. The drive in this morning.
4. Nothing objectionable.
5. ITV presentation.
6. Some presentations were not well organized and were too long.

Other Outcomes:

1. Number of requests for consultation.

   None of the participants indicated any special request for consultation other than with individual teachers within their schools. In most of these cases contacts were initiated by the librarians.

   Contacts to which project staff responded are listed on the attached letter from Ardis Ruark dated May 18, 1978.

2. Number of participations in writing individual educational programs.

   About half of participants said they had been involved as a resource person on a limited number of IEP's. However, most indicated that these activities took place before project workshops. Most of the participants indicated they have initiated steps to become more involved with this step as a result of their involvement with project.

3. Number of teacher requests for technical assistance in production, utilization and evaluation of instructional materials.

   All the participants indicated that they had been involved with this process throughout the school term. There was an increase in number of such activities after participation in project but in all cases the initial contact was originated by the librarians. Once teachers and staff were aware of librarians interest and concern a limited number of requests were made by teachers. Time of training made this number insignificant since training took place during last half of the year.

4. Number of new library services offered directly to handicapped students.

   Participants were unable to give me exact numbers, however, all indicated they had initiated new services such as providing more materials from State Library, assistance with selection of materials and making materials more available to handicapped learners.

LIBRARY AND MEDIA

department of education and cultural affairs

Division of Elementary and Secondary Education
New State Office Building - Church Street
Pierre, South Dakota 57501

TELEPHONE: (605) 773-3800

May 18, 1978

Dr. Wayne Bruning, Assistant Professor
School of Education
University of South Dakota
Vermillion, South Dakota 57069

Dear Wayne,

You asked for a list of contacts to which the project responded. These came from:

- Bob Nygaard, Sioux Falls
  The South Dakota State Easter Seal Chairman
  Main speaker for State Easter Seal Convention (from California)
  Margaret Goggin, Dean of the Graduate School of Librarianship,
  Denver University
  Dr. Harris McCloskey, University of Minnesota
  20 members of class at Denver University -- Library Services
  for the Handicapped
  Dr. Doris Pagel, Mankato State University, Mankato, MN
  Marlys Johnson, Clear Lake
  SDEA -- Librarians in attendance
  SDLA -- Librarians in attendance
  SDACT -- Library/Media people in attendance

The following letters or telephone calls were responded to from my office:

Nancy P. Hove	Georgia Department of Education, Atlanta, GA
Diane J. Parent	Maine School Administrative District, Van Buren, Maine 04785
Elwin Schmidt	Administrative Services, DESE, Pierre
Earl Boxa	Administrative Services, DESE, Pierre
Howard Hanson	Visually Impaired, Social Services, Pierre
John Madigan	Secretary, Vocational Rehabilitation, Pierre

Carol Mitchell	Asst. Superintendent in Charge of Federal Programs, Holmes County Schools, Lexington, MS 39095
Joyce Anderson Petrie	Portland State University, School of Library/Media, Portland, OR 97207
25-30 NASTEMP participants	December Conference, National Association of State Educational Media Professionals, Des Moines
50 participants	Evaluation Institute for State Educational Media Professionals, University of Pittsburgh
40 school librarians	West River Librarians' Meeting, Rapid City

If you need more information, let us know.

Sincerely,

Ardis Ruark, Director
Library and Media Services

AR:er

APPENDIX A

Evaluation Plan

Training Library Media Specialists to Serve the Handicapped Student

INTRODUCTION

The Educational Research and Service Center proposes to evaluate the Project by assessing its objectives. Each objective is listed, along with the procedures and outcomes of the evaluation.

Objective 1: To provide the elementary school library media specialist with additional skills necessary to serve the handicapped learner.

Evaluation Design: Post-test treatment control group. Ten schools in the Project have been matched with ten control schools.

GP_1	Workshop	Post-test
GP_2		Post-test

Procedure: A knowledge test of content presented at the January 24-25 workshop to Project school personnel will be administered by mail to Project and control library media personnel at the schools in the evaluation two weeks after the workshop.

Analysis: Analysis of variance on group means, school size.

Objective 2. To provide the elementary school library media specialist with specific skills and resources necessary to aid teachers, support personnel, administrators and nonprofessionals involved in the educational process of the handicapped learner.

Evaluation Design:

1. Analysis of content of workshop.
2. Interviews with Project and control library media specialists.
3. Survey questionnaires to principal, special education coordinators and one teacher.

Procedure: ibid above.

Analysis: Analysis of various group means, school size.

Objective 3: To develop and disseminate a guide for the support and maintenance of the elementary school media specialists participating in this Project.

Evaluation Design: Reception and utility of guide for Project and control schools.

Procedure: Mail questionnaire to schools on utility of the guide.

Analysis: Analysis of variance on group means, school size.

Workshop

Evaluation: Content, presentation, perceived usefulness.

Procedure: Workshop paper questionnaire, approximately ten questions.

Analysis: Descriptive data.

Other Outcomes

Evaluation: Outcomes of library usage related to handicapped students.

Procedure: A. record following variables in Project and control schools:

1. Number of requests for consultation.
2. Number of participations in writing Individual Education Programs.
3. Number teacher requests for technical assistance in production, utilization and evaluation of instructional materials.
4. Number of new library services offered directly to handicapped students.

B. Interview: prompt outcomes.

Report

A final report will be written and presented to Project director by June 10, 1978.

Appendix B

PUBLIC SCHOOL LIBRARIES AND THE HANDICAPPED

Paxton Room, Morrison Commons - Augustana College
Sioux Falls, South Dakota
(Workshop as Conducted)

January 24, 1978

8:00 - 8:30am	COFFEE
8:30 - 9:00	Introduction to Project TRAINING LIBRARY MEDIA SPECIALISTS TO SERVE THE HANDICAPPED STUDENT Purposes -- Project Director, Ardis Ruark Announcements -- Project Coordinator, Carole Melby
9:00 - 11:00	Awareness to Handicapping Conditions Kathleen A. Hardin, Consultant for Multi-Handicapped Kent Gerlach, Assistant Professor, Dept. of Education, Augustana College
11:00 - 12:00	The Gifted in the School Library Media Center Robert Huckins, Director of Student Services
	LUNCH
1:30 - 3:00pm	Public Law 94-142, IEP Placement Committees and the School Library Media Specialist Kathleen A. Hardin, Consultant for Multi-Handicapped
3:00 - 4:30	Mainstreaming: What Are We Really Talking About? Kent Gerlach, Assistant Professor Dept. of Education, Augustana College
	EXAMINATION OF MATERIALS AT CLRC

January 25, 1978

8:00 - 8:30am	COFFEE
8:30 - 9:30	Physical Facilities of the School Library and Media Center--Implementing Section 504 Becky Egan, Coordinator, Sioux Falls Barrier Awareness Project
9:30 - 12:00	Tour of Sites for Applying Barrier-Free Survey School for the Deaf Library Sioux Falls Public Library
	LUNCH
1:00 - 4:30	Materials for the Handicapped Evaluation, Selection, Adapting by the School Library Media Specialists Michael Irwin, State Media Consultant/Director and Developer of Community Learning Resource Center

Appendix C

TRAINING LIBRARY MEDIA SPECIALISTS TO SERVE
THE HANDICAPPED STUDENT

State Library Conference Room
April 4, 1978

8:00 - 8:30 a.m.	Welcome	*Dr. James Hansen, Asst. Supt. Instructional Services* *Dr. Joyce Levin, Director Curriculum and Instruction*
	COFFEE	
8:30 - 9:00 a.m.	Announcements	*Ardis Ruark, Director Library and Media Services* *Carole Melby, Coordinator Library Media Project*
9:00 - 10:30 a.m.	"Meeting Student Needs and Interests Through Learning Wheels"	*Marly Wilson, Director Right-to-Read*
10:30 - 10:45 a.m.	*COFFEE*	
10:45 - 12:00 noon	"Special Education in South Dakota by 1981"	*Dr. George Levin, Director Special Education*
LUNCH		
1:15 - 2:00 p.m.	"What ITV and Video Taped Programming Can Do for the Handicapped"	*Clifford Jansen, Director Instructional Television*
2:00 - 2:30 p.m.	Bucket Brigade	*Kay Merriman*
2:30 - 3:00 p.m.	*TOUR OF STATE LIBRARY*	
3:00 - 4:30 p.m.	"State Library Handicapped Services"	*John Vincent Program Administrator Handicapped Services Program for the S.D. State Library*

ADDITIONAL RESEARCH NEEDED

This project is a beginning. We have identified a few ways to help librarians modify materials, to work in the classroom or library media center, to assist administrators or parents, to evaluate the collection or the physical facility.

There is much left to be accomplished in this field. Some of the suggestions that have been made are as follows:

1. More information is needed in learning disabilities area as related to library media services.

2. More information is needed on assessing EMH students and the levels of performance for the student.

3. Information relating to appropriate non-print materials, techniques and sources for the handicapped needs to be made available to schools.

4. There is a need to identify more materials in content areas other than reading such as science, socialization skills, social studies, etc.

5. More emphasis needs to be placed on providing assistance to exceptional children with IQ over 130.

6. More research needs to be done in the areas of culturally handicapped children and how to better meet the need of children who remain outside the dominant culture.

7. Identify materials and techniques for meeting the secondary student's needs and disseminate this information.

APPENDIX

ELEMENTARY SCHOOLS SELECTED TO PARTICIPATE IN PROJECT

"TRAINING LIBRARY MEDIA SPECIALISTS TO SERVE THE NEEDS OF

THE HANDICAPPED STUDENT"

SCHOOL	POPULATION	SCHOOL DISTRICT SIZE
Sioux Falls	72,488	16,479
Rapid City	43,836	13,021
Aberdeen	26,476	5,973
Mitchell	13,425	3,210
Vermillion	9,128	1,585
Lead/Deadwood	7,829	2,088
Gettysburg	1,915	553
Volga (Sioux Valley)	982	594
Arlington	954	507
Waubay	696	427
	177,729	44,437

1. What questions do you have concerning library service to the handicapped?

2. If you have or have had any handicapped students have you discovered any techniques that have worked for you?

3. Are there areas of library service that you feel a greater need for - such as selecting materials, evaluating materials, production or adapting materials.

4. Other than the things mentioned in number 3 are there any other areas that concern you about serving the handicapped - use of aides, special equipment.

5. What form should in-service take to be useful to you?

   Please check.
   a. Series of short filmstrips_____
   b. Workshop_____
   c. Slide-Tape_____
   d. Video Tape_____
   e. Video Cassette_____
   f. ITV_____
   g. Other_____

6. What items do you think would be most useful in a resource guide?

LIST OF PARTICIPANTS

1. Ms. Sarah Cash
   Instructional Materials Center
   Rapid City, S.D. 57701

2. Mr. Lee Connelly
   Instructional Planning Center
   Sioux Falls School District
   201 East 38th Street
   Sioux Falls, S.D. 57102

3. Ms. Elaine Freemore
   Aberdeen Administrative
   Aberdeen School District 6-1
   Aberdeen, S.D. 57401

4. Ms. Hazel Eatherton
   Deadwood Junior High School
   Lead, S.D. 57754

5. Ms. Patricia Cook
   Vermillion Middle School
   Vermillion, S.D. 57069

6. Mr. Allen Baltzer
   Whittier Elementary School
   Mitchell, S.D. 57301

7. Ms. Marilyn Rahn
   Gettysburg Elementary School
   Gettysburg, S.D. 57442

8. Ms. Carolyn Green
   Waubay High School
   Waubay, S.D. 57273

9. Ms. Bernice Schultz
   Sioux Valley High School
   Volga, S.D. 57071

10. Ms. JoAnne Nelson
    Arlington High School
    Arlington, S.D. 57212

Over 20,000 population

PROJECT SCHOOLS	CONTROL GROUP
Rapid City	Ellsworth
Sioux Falls	Watertown
Aberdeen	Huron

5,000 - 20,000

Lead/Deadwood	Madison
Vermillion	Yankton
Mitchell	Pierre

Less than 5,000

Gettysburg	Spearfish
Waubay	Wolsey
Arlington	Murdo
Volga	Hot Springs

PROJECT SCHOOL LIBRARIANS

Rapid City	Sarah Cash
Sioux Falls	Lee Connelly
Aberdeen	Elaine Freemore
Lead/Deadwood	Hazel Eatherton
Vermillion	Pat Cook
Mitchell	Allen Baltzer
Gettysburg	Marilyn Rahn
Waubay	Carolyn Green
Volga	Bernice Schultz
Arlington	JoAnne Nelson

CONTROL GROUP

Ellsworth	Jocelyn Mortimer
Watertown	Jean Hand
Huron	Marjorie Tschetter
Madison	Charlene Dittman
Yankton	Allen Sinclair
Pierre	Margaret Brown
Spearfish	Laura Harper
Wolsey	Lois Boyd
Murdo	Margaret Lathrop
Hot Springs	Kim Mogen

LIBRARY AND MEDIA

department of education and cultural affairs

Division of Elementary and Secondary Education
New State Office Building - Church Street
Pierre, South Dakota 57501

TELEPHONE: (605) 224-3800

March 16, 1978

Dr. Robert H. Cockle, Superintendent
Watertown School District 14-4
Watertown, South Dakota 57201

Dear Dr. Cockle,

A letter is being sent to your librarian, Jean Hand, asking her cooperation in completing a survey from Dr. Wayne Bruning of the University of South Dakota as part of our evaluation process for our project, "Training Library Media Specialists to Serve the Handicapped Student".

Your district's cooperation is greatly appreciated at this time.

If you have any questions, call this office - 224-3800.

Sincerely,

Ardis Ruark, Director
Library and Media Services

Carole Melby, Coordinator
Library Media Project

LIBRARY AND MEDIA

department of education and cultural affairs

Division of Elementary and Secondary Education
New State Office Building - Church Street
Pierre, South Dakota 57501

TELEPHONE: (605) 224-3800

March 16, 1978

Ms. Jean Hand, Librarian
Watertown Junior High School
Watertown School District 14-4
Watertown, South Dakota 57201

Dear Jean:

Since September our office has been working on a project TRAINING LIBRARY MEDIA SPECIALISTS TO SERVE THE HANDICAPPED STUDENT. We have been working with librarians from ten school districts through on-site visitations, a two-day workshop held in January, and a one-day workshop to be held in April. We hope that through this training and awareness, they will develop their skills and resources to meet the needs of handicapped students as they enter the mainstream of education.

In order to help us evaluate our project, Dr. Wayne Bruning from the University of South Dakota will be contacting you to ask your assistance by completing a questionnaire. We ask your cooperation in supplying the information he needs.

If you have any questions, please contact this office.

Sincerely,

Ardis Ruark, Director
Library and Media Services

Carole Melby, Coordinator
Library Media Project

SCHEDULE OF BUCKET BRIGADE TRAINING SESSIONS
1976

The Bucket Brigade tutorial program was designed to help K-3 children who have learning problems which interfere with their academic progress. It is a preventative program aimed at getting immediate help to the child who starts to fall behind - before bad habits become firmly established and the child's self image deteriorates.

The Bucket program uses well trained and well supported volunteers as the key to implementation. The volunteers use a variety of multi-sensory teaching aids. The program encourages adaptation and innovation to meet the needs of the individual schools and students involved in the Bucket Brigade.

The following training sessions were designed by the Bucket Brigade Task Force Committee of the Pierre-Ft. Pierre Branch of AAUW for the volunteers in this area for 1976-77:

Speaker	Topic	Time and Place
Dr. Chas. Rodgers Director of Capitol Area Counseling Service; Psychologist for Pierre Public Schools	"Developing Self-Concept"	Thursday, Sept. 9, 9:15-11:15, Lutheran Memorial Church
Peg Logan Principal, Washington School	"Dependability"	Thursday, Sept. 16, 9:15-11:15, Lutheran Memorial Church
Sister Muriel Principal, St. Joseph School	"Confidentiality"	
Beth Taylor Director of In-Service Education for State Linda Coyle Learning Disabilities Coordinator, Pierre Public Schools	"Overview of Learning Differences"	
Florence Sharp Bucket Brigade Coordinator, Farmington, Mich.	"Specific Use of Bucket Brigade Materials"	Friday, Sept. 24, 9:00-12:00 Congregational Church
Naomi Spaulding Staff member for In-Service Education and Staff Development for State	"Specific Tutoring Techniques"	Thursday, Sept. 30, 9:15-11:15 Lutheran Memorial Church

BUCKET BRIGADE

For additional information on the Bucket Brigade, contact:

Mrs. Florence Sharp
31819 N. Marklawn
Farmington Hill, Michigan 48018

Pierre Coordinator for Bucket Brigade:

Kay Merriman
112 N. Jefferson
Pierre, South Dakota 57501

Rapid City Public Schools

21 ST. JOE STREET

WEST RIVER LIBRARY-MEDIA WORKSHOP

Friday, April 28th, 1978

9:00 - 9:30 REGISTRATION: Coffee, milk, and fresh rolls will be available for a slight cost. This time will also allow attendees to renew acquaintances and to visit with our exhibitors who are helping to defray the costs for the workshop. Please thank them!

We predict "banana belt" weather, BUT, if weather forces cancellation, word will be on KOTA early the morning of the 28th--the workshop WILL NOT be rescheduled.

9:30 - 10:30	"Time for Poetry" Eva Weekly Room 5	"Tour of New Central High School" Judy Johnson & Beth Agar	"Mending Library Books" Doris Shipley & Rosalie Umphrey Gym	"Lettering, Laminating & Dry Mounting" Cecil Stoner & Mike Huisman Room 7
10:35 - 11:35	"Mobiling in the Library" Mary Martin, Jean Hirning, & Mary Springhetti Gym	"Tour of New Central High School" Judy Johnson & Beth Agar	"Get acquainted session for student librarians--idea exchange" Zane Zeiman Room 8	"Teaching Library Skills with Learning Wheels" Ardis Ruark & Carole Melby Room 6
11:35 - 1:00	LUNCH: Everyone will be on their own for lunch. Several good light lunch places are nearby--including McDonalds. You may want to combine your lunch hour with a little time for shopping. DO REMEMBER THAT OUR EXHIBITORS WANT VERY MUCH TO MEET AND GREET ALL OF YOU.			
1:00 - 2:00	"Time for Poetry" Eva Weekly Room 5	"Tour of New Central High School" Judy Johnson & Beth Agar	Econo Clad Rep. & World Book Rep. Room 8	"Teaching Library Skills with Learning Wheels" Ardis Ruark & Carole Melby Room 6
2:15 - 3:15	"Mobiling in the Library" Mary Martin, Jean Hirning, & Mary Springhetti Gym	"Tour of New Central High School" Judy Johnson & Beth Agar	Browsing: AISC, Sel. Collection, Filmstrips, Kits, Misc.	"Lettering, Laminating & Dry Mounting" Cecil Stoner & Mike Huisman Room 7
3:15 - 5:00	You are invited to stay as long as you like. We would like to have your evaluations of this workshop and ideas for our workshop next year. We are always looking for ideas and willing presentors--both students and adults.			

(PLEASE NOTE INFORMATION ON REVERSE SIDE)

REGISTRATION FORMS ARE ENCLOSED AND ADDITIONAL ONES WILL BE AVAILABLE AT THE REGISTRATION TABLE IN THE GYM. WE ARE ASKING EACH ADULT TO PAY A $1 FEE TO HELP DEFRAY THE COST FOR PREPARING AND MAILING MATERIALS. STUDENTS WILL NOT BE CHARGED A FEE.

NOTES ON THE WORKSHOP PROGRAM

1. We would like very much for you to let us know about how many students and how many adults will be attending the workshop so we might plan accordingly.

2. Dennis Carmichael, representing World Book Encyclopedia, and Bill Rye, of the American Companies Inc. out of Topeka, Kansas, will be our commercial representatives who will help to pay for the refreshments for this workshop. Please visit with them and thank them for their assistance.

3. Doris Shipley and Rosalie Umphrey will be demonstrating "mending techniques." There will be an opportunity for you to do some mending of a book you have that needs repair.

4. Ardis Ruark and Carole Melby will be helping us to design and make "library-related learning wheels." We feel that these can be effective with the "special" child in the library.

5. Three junior high librarians will help students and librarians make "mobiles" to decorate your library for special days or just to add color and movement. You bring the ideas and we will provide the materials.

6. Judy Johnson and Beth Agar, who are librarians at our new Central High School, will be conducting "tours" both morning and afternoon. We are sure you will enjoy seeing a new high school and some rather unique learning resource centers.

7. If you have a picture you would like to dry mount or some materials to be laminated, please bring these with you. You may also have some ideas for a unique sign for your library. Cecil Stoner and Mike Huisman will be showing you and assisting you in the dry mounting and laminating process.

8. You will note from the schedule on the reverse side that we are having a time for browsing and a time for an idea exchange. Zane Zeiman of Bennett County High School will be helping us with the get acquainted session for student librarians.

9. Mrs. Eva Weekly has a very unique way of poetry. She is a fifth grade teacher and I know that all librarians and students will enjoy her "time for poetry" session.

Last but not least, we need your evaluation of this workshop and we need your suggestions for future workshop topics. These workshops are a success only as a result of your participation and assistance.

We are looking forward to hosting this workshop and to your letting us know what you really enjoyed and how we might make it more meaningful to each person attending.

June 8, 1978

Mr. Thomas Todd
State Superintendent
Div. of Elem & Sec Educ.
Church Street
Pierre, SD 57501

JUN 9 1978

Dear Mr. Todd:

Better late than never is very appropriate for this communication but I did want you and other members of your staff to know that we appreciated the very fine assistance that both Ardis Ruark and Carole Melby gave us during our recent West River Library Media Workshop that was held Friday, April 28. Their topic, as per the attached program, was "Teaching Library Skills with Learning Wheels". They gave an excellent peesentation and I know they spent a considerable amount of time preparing for it.

I am also enclosing a list of those attending and the schools they repeesented. You will note that we had both librarians and student librarians from a wide area of western South Dakota and we had a super workshop. I personally would like to see us find the funding means and have this kind of workshop in other parts of the state.

Please consider this a personal and standing invitation for you and/or any other member of your staff to attend our next workshop which is an annual event usually held the last part of April.

Thanks once again, Ardis & Carole, for a job well done and I hope that someday I can return the favor.

Sincerely,

Mike

Mario J. "Mike" Huisman,
Supervisor
Instructional Materials

MJH:bm
enc.

cc: Ardis Ruark & Carole Melby

Thank you much, Ardis

SUMMARY OF A UNIT TAUGHT TO THIRTEEN SPECIAL EDUCATION STUDENTS AT THE LINCOLN SCHOOL MEDIA CENTER, ABERDEEN, SD FEBRUARY 14 - MARCH 28, 1978

This unit materialized when a special education teacher requested that thriteen selected "mainstreamers" in the school special education program be included in the instructional program in the media center. Her chief objective was that these students learn better how to locate and choose books that they could read from all areas of the media center. The students ranged in age from 10-12 years, and read at about a second grade level. The unit was taught by the librarian with a library practicum student from Northern State College as assistant.

These students had been using the media center since the beginning of the school term, so were quite familiar with the rules for circulation, good citizenship in the media center, and knew how to care for books reasonably well. They had previously been included in library story hours, and showings of appropriate films and filmstrips in the media center.

OBJECTIVE OF THE UNIT

1. To present activities that would manifest an approach toward increased interest in reading among learners.

2. To clarify the arrangement and location of books in the various areas of the media center--EASY BOOKS, FICTION, AND NON FICTION.

3. To teach the selection of books that each child can truly read by himself.

4. To provide learners with an opportunity to develop skills that will enable him to become more proficient in locating books on various subjects that interest him.

5. To introduce students to the card catalog as a tool to help them find books in the media center.

INSTRUCTIONAL EXPERIENCES:

1. Filmstrips were used to review library citizenship, the use and care of books, and the importance of using markers while browsing. They were followed by discussion and demonstrations.

2. Some library vocabulary was introduced:
   a. Title
   b. Author
   c. Illustrator
   d. Spine
   e. Call number
   f. "Easy" books (fiction)
   g. Fiction
   e. Non fiction
   f. Card catalog

USING THE EASY SECTION:

Talk about the EASY section. Show students where it is located. These are fiction books, but easier to read than books in the regular fiction area. Explain the markings on the spines and alphabetical arrangement. Be sure that learners understand that books are arranged according to the author's last name.

E	(Easy)	E	(Easy)	E	(Easy)
BRO	(Author - Brown)	KEA	(Author - Keats)	ZOL	(Author - Zolotow)

ACTIVITY:

Place several sample easy spine markings on small squares of paper in a box. Have students draw one and locate the book in the EASY SECTION. Learner places marker in proper shelf location and brings book to table. Each learner will identify the title, author, and verify the call number of the book with his slip. After a class discussion, each student will return his book to the proper shelf location, and remove his marker. This activity can be repeated as necessary to reinforce skills in alphabetizing. Some students enjoyed participating in a race seeing who could find the greatest number of books in a given time.

Learners take markers and choose an easy book. Record on a sheet the following:

a. Title of the book
b. Author of the book
c. Name of illustrator
d. What does the label on the spine (call number mean?
e. Share findings by showing of books to class by each student. Hold informal discussion of each book as shown. (Be brief).
f. Return book to the shelf and remove marker.

USING BOOKS IN THE REGULAR FICTION SECTION:

a. Review the definition of FICTION
b. Note longer length of these books.
c. Fewer illustrations.
d. Note similarity of arrangement to EASY section.
e. No "E" above the first three letters of the author's last name.
f. Shelf arrangement the same as "easy" fiction.

ALE BUL DAH STE WIL

ACTIVITY: Place author letters similar to those above on slips of paper. Have students locate books.

Can you find a book in this section that you can read? (Some students did; others could not, but all were very interested and curious about this section. Most students had little difficulty locating the books, but many were too difficult for them to read. Markers were again used, and books reshelved.

ACTIVITIES:

A list of several of the easiest books in the fiction section were distributed to the students. They were instructed to draw a box around the letters of the author's last name that would be on the spine of the book:

CLEARY HAYWOOD WARNER

Students chose the author that he wished to locate in the fiction section. Each student brought one book to the table. Authors and titles were shared. Some students found books that they were able to read, and took them to the circulation desk and checked them out.

FINDING NON FICTION BOOKS:

Review the definition of non fiction (informational) books. Explain how books in this area present facts on many subjects.

Introduce numerical arrangement. (Stress only borad areas of the Dewey Decimal Classification--not using that term). For example: 100, 200, 300, etc. ("Like we count," seemed to be meaningful to these learners).

Place call numbers on sample spines. Have students arrange numerically.

ACTIVITIES:

Discuss subjects that can be found in this section. What is your favorite subject?

Give students slips of paper with sample call numbers. Assist students in finding the section in which the book can be found. Assist him in following the call numbers from left to right until the desired number is reached. Each student shows his book at the table, and comments on the SUBJECT of the book he has found. Repeat as needed. Students return books to shelves and remove their markers.

HOW TO USE THE CARD CATALOG TO HELP YOU FIND BOOKS:

Show learners the card catalog. (Many have had some instruction previously, but skills need much reinforcement.) Stress alphabetical arrangement of cards. Emphasize that the card catalog is an index to all the books in the library. Show that the call number on the spine of the book is also on the upper left-hand side of the catalog card. Compare it to using the telephone book to find the phone number and address of a friend's house.

Explain the use of drawer labels and guide cards. Many simple exercises will need to be provided in finding the drawer in which a specific author, title, or subject will be located.

Introduce author, title, and subject headings on cards after students show proficiency in above skills.

ACTIVITIES:

1. Show transparencies of catalog cards of books familiar to the students. Have them orally read from the transparency the call number, author, and title of a book. After giving the call number have student indicate where he would go in the media center to find that book. (E/CRA - student response: EASY SECTION, etc.

2. Distribute papers listing a variety of popular non fiction subjects -- DINOSAURS, BIRDS, FOOTBALL, RIDDLES, ETC.). Have students underline a favorite subject. Assist student in locating this subject on a catalog card. Have him copy the call number. He may then locate the book.

3. Follow a similar procedure in introducing title cards and author cards. (More time was spent on subject cards than title or author cards, as students seemed more anxious to learn to locate subjects that interested them).

4. Give each learner a catalog card. Have him identify it as an author, title, or subject card. Use as many cards as necessary. Have students locate the books on the shelves bringing them to the librarian for verification. Practice as needed.

5. After demonstrating the correct handling of catalog drawers (using both hands when removing a drawer), have each student take a drawer to the table. Allow learner to copy one or two call numbers from the cards and locate the books on the shelves. After mastering this, the learner may look for specific titles, and authors. (This will need to be carefully supervised. We utilized the assistance of the librarian, the media aide, an NSC library practicum student, and a student teacher on this activity). The students do well if carefully guided, and taught in a methodical manner. Some succeed more readily than others.

SUGGESTED FOLLOW-UP ACTIVITIES:

As students use the media center after the completion of this unit, the media aide, teacher, student teacher, and librarian will continue to reinforce their newly acquired skills in locating books.

In the future other units may be taught to include the reference areas and the non-book materials.

Elaine Freemore
Elementary Librarian
Aberdeen Public Schools

CAROLE MELBY,
PROJECT COORDINATOR'S LOG

December	
6	Attended the Institute for Preschool Handicapped Education and Education of the Severely and Profoundly Handicapped.
7	Did an on-site visitation at the Vermillion Middle School, Patricia Cook, participant.
8	Did an on-site visitation at the Sioux Falls School District Instructional Planning Center, Lee Connelly, participant.
9	Previewed and worked with Marly Wilson, Right-to-Read Director on the Learning Wheels presentation for the April workshop.
12-16	Attended Interterm session at the University of Denver --"Library Services for the Handicapped, Harris McCloskey, Instructor.
21	Cancelled trip to Gettysburg to visit participant Marilyn Rahn, because of severe weather conditions.
22	Attended VIEW meeting to incorporate career concept for handicapped students into library services.
27	Met with John Vincent, Program Administrator, Handicapped Services Program for the South Dakota State Library.
28	Attended a workshop sponsored by the EEO Office on eliminating stereotypes and biases of racism, sexism, and handicapism.
January	
9	Visited the Gettysburg school district, Marilyn Rahn, participant.
10	Visited the Aberdeen school district and three of the school with Elaine Freemore, participant. Visited the School for the Visually Handicapped, Megan Smith, librarian.
20	Participated in a 504 Committee Meeting to implement plans for the Division's awareness workshop.
24-25	Workshop held in Sioux Falls.

JANUARY SPENT PLANNING THE WORKSHOP, COMPILING THE BIBLIOGRAPHIES AND GETTING THE MATERIALS READY FOR THE WORKSHOP.

February

13-15	Cancelled trip to Webster, Waubay, Wilmot because of inclement weather.
17	Attended 504 Committee meeting to plan for staff inservice.
21	Confirmed workshop participants John Vincent and Dee Lundeen, Bucket Brigade Director.
22	Attended an inservice for Division staff members on the IEP. Presentors were Kent Gerlach and Denise Hinders of Augustana College.
28	Did an on-site visitation at Arlington, Joanne Nelson, participant.
	Did an on-site visitation at Volga with Bernice Schultz, participant.

March

1	Did an on-site visitation at Waubay with Carolyn Green, participant.
2	Drove from Watertown to Pierre in blizzard conditions.

CAROLE MELBY,
PROJECT COORDINATOR'S LOG

March 1978

1	Did an on-site visitation at Waubay with Carolyn Green, participant.
2	Drove from Watertown to Pierre in blizzard conditions
13	Attended Multi-Ethnic meeting within the Division
16	Talked to Dave Knudson, Sioux Falls Vocational Rehabilitation office, about his presentation for the Division's 504 Inservice Awareness Day to be held in April.
21	Met with John Vincent, Program Administrator, Handicapped Services Program for the South Dakota State Library, about his presentation for the April workshop.
	March spent planning the April workshop, compiling the bibliographies and getting the materials ready for the workshop.

April

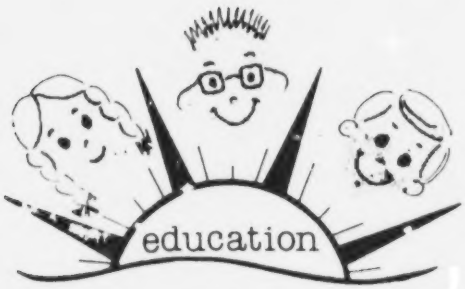
3	Visited Robert Renshaw, Governor's Committee on Employment of the Handicapped.
4	Workshop held in Pierre
6-7	Attended and was a presentor at the South Dakota Association for Communications and Technology Convention in Sioux Falls.
13	Attended 504 Awareness Inservice Day.
17	Met with Marly Wilson, Director, Right-to-Read, about materials to be used by Ardis and myself at the West River Library-Media Workshop.
27	Did an on-site visitation at the Deadwood Junior High School, Hazel Eatherton, participant.
27	Did an on-site visitation at the Black Hawk Elementary School, Sarah Cash, participant.
28	Presentor at West River Library-Media Workshop in Rapid City.
29	Attended South Dakota Library Association Financial Membership Committee meeting in Pierre.

Project Coordinator's Log (cont'd)

May 1978	
2-3	Visited Loneman School with three other Division personnel to do a bilingual evaluation.
5	Attended Instructional Television preview.
9	Attended Multi-Ethnic meeting.
15-19	Curriculum and Instruction Work Week.
22-26	Worked on Performance Reports.
June	
7	Met with Curriculum & Instruction Advisory Council to give them an update on the project.
12-14	Attended and was presentor at Governor's Conference on Career Education at Rapid City.
15	Attended Reading Director's Task Force meeting.
20	Met with Bright Ideas concerning resource guide.
	Rest of month spent working on reports, project materials, etc.
July	
	Worked on project materials, cataloged project books, and attended to regular staff matters--staff meetings, ZBB meetings. Was in contact with Bright Ideas and coordinator of Sioux Falls Barrier Awareness Project -- Becky Egan.
August	
1-11	Worked on putting materials together for guide with Project Director, reports and retyped some of the guide materials. Finished staff obligations.

ARDIS RUARK,
PROJECT DIRECTOR'S LOG

August	
18-19	Met with Dr. Henry Drennan and reviewed progress of the project with him (Project Director from Office of Education, Washington, D.C.).
	Worked on zero based budget for legislature.
September	Extension granted. Presented workshop on library services to the handicapped at regional meeting. Worked on copy for the resource guide. Reviewed project sites at Rapid City, Lead-Deadwood, Vermillion, and Mitchell for follow-up to see implementation procedures for new school year. Consulted with puppeteers regarding creation of puppet to utilize in working with handicapped students.
October	Made a presentation along with the project coordinator at the South Dakota Education Association fall state meeting Visited Arlington, Volga. Consulted with Waubay, Aberdeen and Gettysburg for follow-up.
	Prepared camera ready copy for Kangaroo Kapers or How to Jump into Library Services for the Handicapped, the resource guide.
	Let bids for the resource guide.
	Prepared the publishers information retrieval system for printing.
November	Completed the slide tape inservice presentation, Kangaroo Kapers.
December	Disseminated 800 copies of Kangaroo Kapers and the Publishers File Retrieval System.



South Dakota CHALLENGE

A publication of new developments, trends, ideas and research in education

Department of Education and Cultural Affairs
Division of Elementary and Secondary Education
November, 1978 Vol. 1, No. 4

important dates

NOVEMBER

1-2: SD School Business Officials Fall Mtg. Pierre
7: Election Day - VOTE!
10: Veteran's Day Holiday
12-18: American Education Week
19-25: Heritage Week
27-28: State Board of Education Mtg. Pierre
27: Recognition Event* honoring F.R. Wanek Pierre

DECEMBER

9: Test Date for ACT Program
10-17: Human Rights Week by Presidential proclamation
15: Bill of Rights Day

THANKSGIVING
November 23, 1978

*For further information about the Wanek Retirement Party, please contact Marie Sarvis, DESE, 773-3244.

we need your vote!

Because the State Board of Education has a serious concern that the following two Constitutional Amendments receive favorable consideration by the voters they are asking for your help.

★ MORE MONEY FOR SCHOOLS WITHOUT A TAX INCREASE!!!!

More money for schools is possible without a tax increase, but only if you and a majority of South Dakotans vote YES on Amendment B Nov. 7. Passage of 'B' would mean from $2 to $5 million dollars more, each year, to the schools without a tax increase.

Passage of 'B' will permit the diversification of investments of the school and public lands funds and a greater return on these investments. Therefore, the bottom line is more money for schools without a tax increase. PTA, SDEA, ASBSD, SASD and the State Board of Education (SBOE) all support passage of 'B'. We need your "yes" vote---- and ask your friends to vote likewise.

★ PROTECT THE MINERAL RIGHTS FOR OUR SCHOOL CHILDREN

As the demand for energy materials (oil, coal, and uranium) increases, the value of the mineral rights on the school and public lands increases. The total income from these mineral rights goes to support elementary and secondary schools, half immediately, and the other half through investment income. These mineral rights have become so valuable that they must be protected from private interests through constitutional amendment.

A YES vote on Amendment C Nov. 7 will provide the protection required. Your help and the help of your friends and neighbors is needed to pass 'C'. Educational organizations supporting passage of 'C' are ASBSD, SASD, SDEA, PTA, and SBOE.

congratulations!

to GEORGA UNSER SUTTON on being selected South Dakota's Teacher of the Year. Georga teaches Consumer Home Economics in grades 7-12 at the Agar Public Schools. And to Fern Wanek, recipient of the 1978 School Bell Award.

news from the capitol

■ Legislative recommendations to the Governor and the 1979 Legislature will be finalized at the Nov. 27 meeting of the SBOE. The SBOE is required by law to submit these recommendations each year. To determine the needs for such legislation, local school personnel and state education associations are involved. Careful study and considerable discussion shape the final choices. (SBOE--State Board of Education)

The preliminary legislative recommendations are as follows:

- □ 1. Requested increases in state aid
  - a. $49 million gen. state aid--an increase of $21.5 over FY 79
  - b. $4.75 million Transportation aid--an increase of $350,000 over FY 79
  - c. $5.49 million Spec. Ed. state aid--an increase of $3.9 million over FY 79.
- □ 2. The school term shall consist of 190 days including days of legal discontinuance. (Essentially this provides a single length school term rather than the option currently provided in law).
- □ 3. Allow school boards the option to appoint a hearing officer for student due process cases.
- □ 4. Update reorganization statutes to assure an adequate financial base and minimum enrollment in any new entities formed.
- □ 5. That it be a Class II misdemeanor for an administrator to willfully and knowingly employ a non-certificated or improperly certificated teacher.
- □ 6. To permit school board members to assign students, grades K-12, to an attendance center within or outside the school district.
- □ 7. To assure that all compulsory attendance age pupils attend an accredited school.
- □ 8. To provide a hold harmless clause, based on the 1979-80 school year, for the new state aid formula to keep districts from being hurt financially during the transition from the old to the new formula.

■ Department of Education (S. 991): On Sept. 28, the Senate passed the bill to create a separate Cabinet-level Dept. of Ed. However, in the House, opponents threatened a filibuster if the measure came to the floor for a vote. They planned to present a series of 200 amendments to the bill. This political maneuver killed the bill.

Others: Information on the extensive amendments of the Elementary and Secondary Education Act and the Tuition Tax Credit Bill will be given in a future issue of "Challenge".

■ Compliance with Public Law 94-142 requires that special education students participate in Art, Music, and Physical Education classes whenever appropriate. Handicapped students cannot be denied participation in these classes on the basis of handicap. Consultive assistance can be obtained by contacting: Mike Irwin (art/music) LLRC, Augustana College, S. Falls, 336-4321; Laura Czajkowski (phys. ed) Center for Developmentally Disabled, Julian Hall, Rm. 209, Vermillion, 677-5311; or the Section for Special Education, DESE.

■ Recent figures: One in every 11 high school seniors now smokes marijuana daily--an increase from 6% in 1975 to 9.1% this year. Also, marijuana is available to almost all high school students, more than half have smoked it, it's smoked by younger students, and 2/3 of them think it's okay!!

* Advice from The Better Vision Institute: Teachers need to watch for students with vision problems. Symptoms: child shutting or covering one eye; rubbing the eye frequently; stumbling or tripping over small objects; experiencing difficulty in reading, or squinting at distant objects. Teachers also need to have their own vision checked! Statistics show that 23% of people aged 15 years or less need glasses, 48% of those 30 years old, 71% of those 50 years old, 82% of those 60 years old, and 95% of those over 60.

■ The Library Media Project, "Training Library Media Specialists to Serve the Handicapped Student" will terminate this month. Under a grant from HEW'S Library and Research Demonstration Program, ten school library media specialists representing [illegible]ool districts of various population received special training to assist them in directly meeting needs of special children. The participants included Allen Baltzer, Mitchell; Sarah Cash, Rapid City; Lee Connelly, S. Falls; Patricia Cook, Vermillion; Hazel Eatherton, Lead-Deadwood; Elaine Freemore, Aberdeen; Carolyn Green, Waubay; Joanne Nelson, Arlington; Marilyn Rahn, Gettysburg; and Bernice Schultz, Sioux Valley School District. Other objectives of the project provided the library media specialists with skills and resources to assist teachers and administrators, and the development of a resource guide which will assist them when the project terminated.

★ STATE BOARD OF EDUCATION UNANIMOUSLY OPPOSES INITIATED OBSCENITY MEASURE #3 ★

The State Board of Education supports efforts to drive purveyors of pornography out of business. However, the overwhelming number of unresolved issues is the basic reason for the Board opposing initiated measure #3 to regulate obscentiy. Some of these unresolved issues are:

vote no

1. The constitutionality of the measure since it was found to be unconstitutional in Tennessee;
2. Should schools be required to hold two public hearings on course content annually?
3. What is the impact on school libraries or classes since most terms are not defined?
4. Should a person be presumed guilty until innocence is proven?
5. Why shouldn't one be able to plead guilty? This is possible when a person is accused of other offenses; and
6. Though a speedy trial is desirable, should cases under this measure move ahead of say a child abuse trial on the court calendar?

Current laws deal rather effectively with obscenity. The State Board of Education voted unanimously to oppose initiated measure #3 to regulate obscenity because it is not the appropriate measure for South Dakota.

□ Kangaroo Kapers is ready to spring off the press in November. A resource guide developed for school library media specialists through funds from a HEW grant, Kangaroo Kapers is designed to help the school library media specialist jump into service and meet the needs of the special learner. Included in the resource guide are bibliographies of both professional and children's books, names of organizations and agencies relating to handicapping conditions, and suggested strategies for providing for the wide variety of individual needs of special students. All school librarians will receive a copy of Kangaroo Kapers in the initial distribution. Others interested in receiving more information on the project or about Kangaroo Kapers may contact Ardis Ruark, DESE, 773-3261.

■ The Third State Bilingual Conference will be held at the Howard Johnson Motel in Rapid City Nov. 8-9 and is sponsored by the four Title VII Projects, ESEA, DELTA, and the EEO. Pre-registration information can be obtained from Paulette Levisen, DESE, 773-3293.

❱ Secondary and Elementary teachers who are providing instructional services to students receiving special education assistance should be aware that consultive assistance and inservice programs are available through the Section for Special Education.

Last spring over 300 SD teachers participated in Skills Training Workshops in writing and implementing Individual Education Programs (IEP) for exceptional learners.

This intensive twelve hour workshop emphasizes the teacher's role in assessing students strengths and weaknesses, teacher participation on Placement Committees, the IEP, and in working with parents to assure their cooperation.

There is no cost to the district where this workshop is provided. More information can be obtained from Gayla Nieminen, DESE.

★ 1978-----HERITAGE WEEK-----1978 ★

Governor Harvey Wollman signed a proclamation declaring Nov. 19-25 Heritage Week in SD. The concept of Heritage Week was introduced by the SBOE to promote both the study of one's personal heritage and the heritages of all people who have made our state unique.

Superintendent Thomas Todd said, *"Heritage Week will be an annual activity and I believe that in future years it will capture the imagination of public media. Public media programming will dramatically expand the resource materials available to assist in the development of meaningful personal learning experiences for students. As always, the classroom teacher is the key to making the activities of Heritage Week, this year and in future years, significant for each child in the state."*

exchange

■ School Library Media Awards for 1979 will be made during National Library Week, Apr. 1-7 to elementary school systems which have provided outstanding achievement in exemplary media programs. Any school system--public, private or parochial is eligible to apply: American Assoc. of School Librarians, 50 East Huron St., Chicago, IL, 60611, by Nov. 13.

■ A Presidential Classroom for Young Americans will again be offered to senior high students during the 1978-79 school year. During week long sessions in Washington, DC students learn about the branches of the federal government and how political relationships and influences shape government. High School principals should have this information. Reservation requests are due Nov. 15. Send to PO Box 19084, Washington, DC 20036.

■ Earth Science Teachers: Each Year the National Association of Geology Teachers recognizes an outstanding Earth Science Teacher from the state of South Dakota. From the list of state winners, regional winners are selected. The states of this region are Montana, Wyoming, North Dakota, South Dakota, and Nebraska. To apply personally or to place a nomination, write to David Fountain, Dept. of Geology, U. of Montana, Missoula, Mt. 59812 for an application form. Deadline is Jan. 1, 1979.

■ The 4th National Conference on Rural America will be held in Washington, DC in June 1979. Contact Margaret Borgers, Rural America, Inc., 1346 Connecticut Ave. NW, Washington DC 20036.

freebies

Contact "CHALLENGE" on school letterhead stationery for the following free items:

- ★ New K-12 Reading Guide, Reading--Guidelines, Abilities, Skills, Competencies, Resources will be available upon request within the next two months. A general mailing will be made to superintendents of public and private schools.
- ★ Available through inservice--the new Reading Readiness Guide, including activities and resources.
- ★ Upon request, reading workshops in Comprehension, Reading in Content Areas, the Building of Reading Skills K-12. Contact Lola M. Hall, Reading Dir. DESE.
- ★ Reprints of the Interlakes Environmental & Outdoor Education Program developed in Chester with Title III funds. Includes K-8 units: Nature's Alphabet, Nature's Art, Nature's Bulletin Board Ideas and Nature's Rhymes. Contact Science Consultant, DESE.
- ★ DESE Kindergarten Teacher's Guide, which was formerly available only through workshops, may now be obtained upon request from Kay Hammond, DESE. An explanation is included.

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